

Sociology of Education

Description

While schools are certainly sites of teaching and learning, they are also complex social organizations that reflect, are influenced by, and themselves shape broader society. To understand these processes, it is important to consider relationships among actors within schools – teachers, students, their classmates, their parents, coaches, counselors, administrators and other school staff – as well as the impacts of local, state, and federal policies on the social organization of schools. The sociological perspective can be useful to examine patterns of inequality in what students learn, how long they stay in schooling, and what happens to them as they enter adulthood. These patterns may vary by where they live, the socioeconomic situation of their families, their racial-ethnic background, their citizenship status, their gender, and other dimensions of their personal background. Additionally, these background characteristics are often tied to the quality and social organization of the schools that students attend, further influencing the structure of educational opportunities they have available to them. Finally, the course will examine cross-national differences in education and educational values in relation to individual and societal life course outcomes such as career choice, marriage and family, earned income, and economic competitiveness.

Aims of the Course:

1. This course is designed to introduce students to a broad range of issues and debates in the area of Sociology of Education
2. This course seeks to emphasize the importance of sociological approaches to an understanding of education in modern society. In this regard the course will incorporate and apply a variety of sociological theories to the area of education.
3. The course will also address some of the main contemporary issues in education, e.g. inequality in educational achievement, indiscipline in schools, globalization, gender and the teaching profession.

Course Objectives:

By the end of the course the student should be able to:

1. Trace the origin and development of sociology and sociology of education
2. Develop a critical yet constructive thinking in the analysis of educational issues and problems from a sociological perspective.
3. Analyse and apply the major sociological theories to classroom teaching.
4. Examine how students' characteristics, their class and gender influence their educational outcomes.

5. Demonstrate an interest in pursuing further studies in sociology of education.
6. The course will endeavor to make students better teachers, community members, and parents who are able to live harmoniously with other members of the society.

COURSE REQUIREMENTS AND GRADING

Reflection Papers: Students are required to write a reflection paper of no more than 500 words on each of the assigned readings. In this paper, students will critically reflect on the day's readings. Reflection papers must be submitted during the class time. Cumulative percentage of all reflection papers will be 20% of the final grade.

Research Paper:Students are required to write a 15-20 page research paper. Topic of the paper should fall within the framework of the concepts covered in the class. At the minimum, paper should include at least six articles from academic journals (or two books and two academic articles). This is a minimum requirement and by no means should be taken as a limit. Those students who wish to get a better grade would consider more in-depth study of their topics. Students may also cite materials covered in the class or sources like newspaper articles and other non-academic journals to boost their arguments in the paper. This paper will count for 15% of the student's final grade. Students are encouraged to start working on the paper at their earliest, and consult teacher of the course along the way to make sure that they are on the right track. Research papers should be submitted three weeks before the final term exams.

Presentation (Research Paper): Students are required to present their research papers during allotted times. Presentation time is 15 minutes, followed by a question-answer session. Students will be graded based on content, organization, and manner of presentation, as well as their participation in question-answer sessions, both as presenters and audience. This assignment will be worth 5% of the final grade.

Book Report: Students are required to write a critical book report on a classical text and discuss it in the classroom (Books for report must be approved by the instructor). Specific instructions for this assignment will be distributed during the fifth week of the classes. On average, length of this report should be anywhere between 9-12 pages. Total worth of this book report is 10 %.
Book report should be submitted one week before the midterm exams

Exams: There will be two exams in this class, a midterm and a final. These exams will be closed book and conducted in the class room. Exams will be based on assigned readings, class discussions, lectures and any other learning activities done in the class room by the exam date. Midterm exam will be worth 20% and final exam will be worth 25% of the final grade.

Attendance & Class Participation: Students are required to come to class regularly. Attendance will be taken in each class. University policy on attendance will be followed. Class participation is also a vital part of this class. Students are required to read the assigned material prior to the class meetings and come prepared to take part in the discussion and learning activities related to that material. Participation includes, but not limited, reading the assigned material for the class, asking questions about the day's readings, answering questions raised by the instructor, spontaneously responding to the on-going discussion in the class, and taking part in the in-class activities. Overall, combined grade for attendance and participation is 5% of the student's final grade.

Grade Evaluation Criteria

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

Marks Evaluation	Marks in percentage
Reflection Papers	20%
Research Paper	15%
Presentation (Research Paper)	5%
Book Report	10%
Midterm Exam	20%
Final Term	25%
Attendance & Class Participation	5%
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Total	100%

COURSE POLICIES

A Note on Academic Honesty: It must be emphasized that university policies on academic dishonesty will be strictly followed. These policies prohibit acts of cheating, lying and deceit in their diverse forms. Since this class includes research component, students must also be fully aware of plagiarism. Plagiarism involves presenting someone else's ideas or written work as your own, without giving proper citation and credit to the original source. If you still have any question or confusion about academic dishonesty, please do not hesitate to discuss with the teacher.

Make-up Exams and Late Assignments: There will be no make-up exams, unless there is a valid (documented) reason for not taking the scheduled exams, or prior arrangements have been

made with the instructor. As of late assignments, ten per cent of the grade will be deducted for each day an assignment is late. Students will also lose percentage of assignment grades if incomplete assignments are turned in.

Course Plan:

Topic	Objectives
<p>1. Introduction to the Course: Scope, nature and meaning of Sociology</p>	<p>At the end this topic students should be able to:</p> <ul style="list-style-type: none"> • Define the term Sociology • Trace the origins of sociology as distinct discipline.
<p>2. Branches of Sociology and relationship between Sociology and other social sciences</p>	<p>At the end this topic students should be able to:</p> <ul style="list-style-type: none"> • Discuss the branches of sociology • Explain how Sociology related to other social sciences
<p>3. Meaning, roles, scope, development and relevance of Sociology of Education</p>	<p>At the end this topic students should be able to:</p> <ul style="list-style-type: none"> • Define Sociology of Education and trace its origins and development. • Explain the role and scope of Sociology of Education. • Explain the relevance of Sociology of Education to the teaching profession.
<p>4. Meaning of sociological theories Sociological theories:</p> <ul style="list-style-type: none"> • Symbolic interaction theory: labeling theory and exchange theory. • Conflict theory • Consensus theory/ structural functionalism 	<p>At the end of this topic the student should be able to:</p> <ul style="list-style-type: none"> • Discuss the various Sociological theories and their relevance to educational practice.
<p>5. Process of socialization</p> <ul style="list-style-type: none"> • Definitions • Stages of socialization • Types of socialization • Agencies of socialization • The role of the school in socialization 	<p>By the end of this topic, the students should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of socialization • Discuss the stages of socialization • Explain the types of Socialization • Discuss the agents of Socialization • Discuss the Role of the School as a Socializing Agent • Explain the effects of Social Isolation
<p>6. School as a social organization</p>	<p>At the end of this topic students should be able to:</p>

<ul style="list-style-type: none"> • Meaning of Social Organization • Characteristics of a Social Organization • Social Structure of a School 	<ul style="list-style-type: none"> • Define the concept of social organization. • Discuss the characteristics of a social organization. • Explain the social structure of the school • Explain how the school is considered as a social organization.
<p>7. Sociology of the classroom</p> <ul style="list-style-type: none"> • Introduction • Meaning of sociology of the classroom • The strategies that teachers use to promote teaching and learning in classrooms 	<p>At the end of this topic students should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of the concept of sociology of the classroom. • Discuss the strategies that teachers use to promote teaching and learning in classrooms.
<p>8. Education, social mobility and social stratification.</p> <ul style="list-style-type: none"> • Meaning of Social Mobility and Social Stratification • Types of Social mobility • Avenues of Social mobility • Barriers to Social Mobility • Types of Social Stratification • Education and Social Stratification • Use of Education to minimize Social Stratification 	<p>By the end of the lecture, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of social structure and social stratification. • Discuss the nature of classes in the world and Kenya. • Critically examine the nature of social mobility. • Discuss the role of education in hindering and fostering social mobility in our society. • Examine the relationship between education and social stratification. • Explain how education can be used to minimize social stratification.
<p>9. Influence of social class on academic performance of students.</p> <ul style="list-style-type: none"> • Definition of social class • Relationship between social class and students' academic performance. 	<p>By the end of this topic students should be able to:</p> <ul style="list-style-type: none"> • Define the concept of social class • Identify the various social classes in society. • Explain how social class influences academic performance of students.
<p>10. The Concept of Equality of Educational Opportunity.</p> <ul style="list-style-type: none"> • Definition of equality of educational opportunity. • Relationship between education and 	<p>By the end of this topic students should be able to:</p> <ul style="list-style-type: none"> • Define the concept of equality of educational opportunity. • Explain the relationship between

equality of educational opportunity.	education equality of educational opportunity.
11. Education and Cultural Transmission <ul style="list-style-type: none"> • Introduction • Meaning of Culture • Components of culture • Contents of Culture • Characteristics of Culture • Influence of culture on education • Role of the School in Cultural Transmission 	<p>At the end of this chapter you should be able to do the following:</p> <ul style="list-style-type: none"> • Define or state the meaning of culture • Explain the components of culture • Discuss the content of culture • Discuss the characteristics of culture • Explain the influence of culture on education • Discuss the role of the school in cultural transmission
12. The concept of Education and Development. <ul style="list-style-type: none"> • Meaning of education and Development. • Components of Development. • Role of Education in Development. 	<p>By the end of this topic students should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of education and development. • Identify the components of development. • Discuss the role of education in promotion of development.
13. Functions of Education <ul style="list-style-type: none"> • Introduction • Types of Functions • Manifest Functions • Latent Functions 	<p>By the end of this topic students should be able to:</p> <ul style="list-style-type: none"> • Define what functions of education are. • Distinguish between the types of functions of education.
14. Globalization and Education <ul style="list-style-type: none"> • Meaning of Globalization • Causes and effects of increasing globalization • Effects of Globalization on Education 	<p>At the end of this topic students should be able to:</p> <ul style="list-style-type: none"> • Define the term globalization. • Explain the causes of globalization. • Discuss the effects of globalization. • Explain the effects of globalization on education.
15. Education and Social Change <ul style="list-style-type: none"> • Introduction • Meaning of Social Change • Theories of Social Change • Sources of Social Change • Social change and its influence on education • Types of Social Change • The Role of Education in Social Change • Use of Technology 	<p>At the end of this topic students should be able to:</p> <ul style="list-style-type: none"> • Define the concept of social change. • Discuss the theories of social change. • Discuss the sources of social change. • Explain how social change influences education. • Discuss the types of social change. • Explain the role of education in social change.

<p>16. Social problems and education; drug addiction; alcoholism etc</p> <ul style="list-style-type: none"> • Meaning of Social Problems • Causes of Social Problems • Impact of Social Problems on Education; Drug addiction, alcoholism etc. • The Role of Education in minimizing Social Problems 	<p>At the end of this topic students should be able to:</p> <ul style="list-style-type: none"> • Define the concept of social problems. • Explain the causes of social problems. • Discuss the impact of social problems on education. • Explain the role of education in minimizing social problems.
<p>17. Teaching as a Profession</p> <ul style="list-style-type: none"> • Teaching as a profession. • Characteristics of a profession • Role of teacher in the school and community. • The changing role of a teacher • Factors affecting status of the teaching profession and what should be done improve the status of the profession. • Teaching Aids 	<p>By the end of this lesson, you should be able to:</p> <ul style="list-style-type: none"> • Define teaching • Define the term profession • Discuss the challenges that teachers and the teaching profession face • Understand the components of the teaching profession • Discuss the changing role of the teacher in the contemporary society • Explain the factors affecting the teaching profession.
<p>18. Gender and Education:</p> <ul style="list-style-type: none"> • Meaning and concept of Gender • Factors contributing to neglect of Gender Issues • Gender Issues in Education • Role of Education Achieving Gender Equity 	<p>By the end of the lesson, the learner to be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the Concept of Gender; • Identify factors that lead to neglect of gender issues; • Identify gender issues in society; • Demonstrate an understanding of the role of education in promoting gender equity.

Week 1-2

Part 1 – Schools as social organizations

Required Readings:

Allen, J. (Ed.). (2001). *Sociology of education: Possibilities and practices*. Social Science Press.
 Meighan, R., & Blatchford, I. (2003). *A sociology of educating*. Continuum Publishing.

Recommended Readings:

Henslin, J. M. (1997). *Sociology and the Social Sciences*. In J. M. Henslin (Ed.), *Down to Earth Sociology: Introductory Readings* (9th ed., pp. 8-18). New York: The Free Press.

Ballantine, J. H., & Hammack, F. M. (2009). *Sociology of Education: A Unique Perspective for Understanding Schools*. In J. H. Ballantine & F. M. Hammack (Eds.), *The Sociology of Education: A Systematic Analysis* (Sixth ed., pp. 1-34). Upper Saddle River, NJ: Pearson.

Week 3 –Theoretical perspectives on schools and society

Required Readings:

Allen, J. (Ed.). (2001). *Sociology of education: Possibilities and practices*. Social Science Press.
Meighan, R., & Blatchford, I. (2003). *A sociology of educating*. Continuum Publishing.

A. Classic sociological theory

Recommended Readings:

Parsons, T. "The School Class as a Social System." *Harvard Educational Review*, vol. 29 No. 4, 1959 (excerpt pp. 80-85).
Durkheim, E., *Moral Education*, ix-xxviii, 1-14.

B. Critical theory

Recommended Readings:

Freire, P. (1970). *Pedagogy of the Oppressed*. New York; Herder and Herder, pp. 52-67.
McLaren, P. "Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education." Pp. 183-223.

Week 4 –School actors and the organization of schools

Required Readings:

Allen, J. (Ed.). (2001). *Sociology of education: Possibilities and practices*. Social Science Press.
Meighan, R., & Blatchford, I. (2003). *A sociology of educating*. Continuum Publishing.

Recommended Readings:

Coleman, J. 1988. "Social capital in the creation of human capital." *American Journal of Sociology*, 94, S95-S120.

Bryk, A. S., & Schneider, B. (2002). Trust in Schools: A Core Resource for Improvement.

New York: Russell Sage Foundation, pp. 12-54.

Garner, R., Bootcheck, J., Lorr, M., & Rauch, K. (2006). The Adolescent Society Revisited: Cultures, Crowds, Climates, and Status Structures in Seven Secondary Schools. *Journal of Youth and Adolescence*, 35(6), 1023-1035.

Kreager, D. A. (2004). Strangers in the Halls: Isolation and Delinquency in School Networks. *Social Forces*, 83(1), 351-390.

o Croninger, R., & Lee, V. E. (2001). Social Capital and Dropping Out of High School: Benefits to At-Risk Students of Teachers' Support and Guidance. *Teachers College Record*, 103(4), 548-581.

o Ream, R. K. (2005). Toward Understanding How Social Capital Mediates the Impact of Mobility on Mexican American Achievement. *Social Forces*, 84, 201- 224.

Week 5 –Social structure and educational opportunity –

Required Readings:

Allen, J. (Ed.). (2001). *Sociology of education: Possibilities and practices*. Social Science Press.

Meighan, R., & Blatchford, I. (2003). *A sociology of educating*. Continuum Publishing.

A. Education as a path to (equal) opportunity

Recommended Readings:

Bowles, S., & Gintis, H. (2002). Schooling in Capitalist America Revisited. *Sociology of Education*, 75(1), 1-18.

Turner, R., & Grusky, D. (1960). Sponsored and Contest Mobility and the School System. *Social Stratification: Class, Race, and Gender in Sociological Perspective* (pp. 319-325): Westview Press.

Coleman, J. (1968) "The Concept of Equality of Educational Opportunity." *Harvard Educational Review*, 38 (1): 7-22.

Espenshade, T. J., Hale, L. E., & Chung, C. Y. (2005). The Frog Pond Revisited: High School Academic Context, Class Rank, and Elite College Admission. *Sociology of Education*, 78(4), 269-293.

B. Social Reproduction

Recommended Readings:

Bourdieu, Pierre. "Cultural Reproduction and Social Reproduction." In *The Structure of Schooling: Readings in the Sociology of Education*, edited by Richard Arum and Irene R. Beattie, 55-68. Mountain View, CA: Mayfield Publishing, 2000.

Willis, Paul E. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press, 1977. Reprint, 1981. pp.1-7; 52-77.

Part 2 – Contexts and factors shaping differences in schooling and schooling outcomes

Week 6 –Schools as sites for young people’s social development

Required Readings:

Allen, J. (Ed.). (2001). *Sociology of education: Possibilities and practices*. Social Science Press.
Meighan, R., & Blatchford, I. (2003). *A sociology of educating*. Continuum Publishing.

Recommended Readings:

Perez-Felkner, L. (2013). Socialization in Childhood and Adolescence. In J. DeLamater (Ed.), *Handbook of Social Psychology*, 2nd Edition: Springer Publishing.

Crosnoe, R., Riegle-Crumb, C., & Muller, C. (2007). Gender, Self-Perception, and Academic Problems in High School. *Social Problems*, 54(1), 118-138.

Guest, A., & Schneider, B. (2003). Adolescents' Extracurricular Participation in Context:

The Mediating Effects of Schools, Communities, and Identity. *Sociology of Education*, 76(2), 89-109.

McLeod, Jane D., & Fettes, Danielle L. (2007). Trajectories of Failure: The Educational Careers of Children with Mental Health Problems. *American Journal of Sociology*, 113(3), 653-701.

Harrison, L., Sailes, G., Rotich, W., & Bimper, A. (2011). Living the dream or awakening from the nightmare: race and athletic identity. *Race, Ethnicity and Education*, 14(1), 91-103.

Week 7 –Family and Schools – The home environment, social class and social space

Required Readings:

Allen, J. (Ed.). (2001). *Sociology of education: Possibilities and practices*. Social Science Press.
Meighan, R., & Blatchford, I. (2003). *A sociology of educating*. Continuum Publishing.

Recommended Readings:

Lareau, Annette. 2003. *Unequal Childhoods: Class, Race, and Family Life*. University of California Press. pp. 14-37 (Ch. 2), 279-88 (Appendix C).

Hagan, J., & Foster, H. (2012). Intergenerational Educational Effects of Mass Imprisonment in America. *Sociology of Education*, 85(3), 259-286.

Logan, J. R., Minca, E., & Adar, S. (2012). The Geography of Inequality. *Sociology of Education*, 85(3), 287-301.

Sampson, R. J., Sharkey, P., & Raudenbush, S. W. (2008). Durable effects of concentrated disadvantage on verbal ability among African-American children. *Proceedings of the National Academy of Sciences*, 105(3), 845-852.

o Downey, D., von Hippel, T. and Broh, B. "Are Schools the Great Equalizer? Cognitive Inequality during the Summer Months and the School Year." 2004. *American Sociological Review*.

o Domina, T. (2005). Leveling the Home Advantage: Assessing the Effectiveness of Parental Involvement in Elementary School. *Sociology of Education*, 78(3), 233-249.

o Chin, T., & Phillips, M. (2004). Social Reproduction and Child-Rearing Practices: Social Class, Children's Agency, and the Summer Activity Gap. *Sociology of Education*, 77(3), 185-210.

Week 8 –Mid Term Exam

Week 9 Race-ethnicity, language, and culture

Required Readings:

Allen, J. (Ed.). (2001). *Sociology of education: Possibilities and practices*. Social Science Press.

Meighan, R., & Blatchford, I. (2003). *A sociology of educating*. Continuum Publishing.

Recommended Readings:

Carter, Prudence L. *Keepin' It Real: School Success beyond Black and White*. New York: Oxford University Press, 2005. Pp. 107-136.

Kao, G., & Thompson, J. S. (2003). Racial and Ethnic Stratification in Educational Achievement and Attainment. *Annual Review of Sociology*, 29(1), 417-442.

Zarate, M. E., & Gallimore, R. (2005). Gender Differences in Factors Leading to College Enrollment: A Longitudinal Analysis of Latina and Latino Students. *Harvard Educational Review*, 75(4), 383-408.

Zhou, Min. 1997. "Growing Up American: The Challenge Confronting Immigrant Children and Children of Immigrants." *Annual Review of Sociology* 23:63-95.

o O'Connor, C. (1999). Race, Class, and Gender in America: Narratives of Opportunity among Low-Income African American Youths. *Sociology of Education*, 72(3), 137-157.

o Flores, S. M., & Chapa, J. (2009). Latino Immigrant Access to Higher Education in a Bipolar Context of Reception. *Journal of Hispanic Higher Education*, 8(1), 90-109.

o Perna, L., Milem, J., Gerald, D., Baum, E., Rowan, H., & Hutchens, N. (2006). The Status of Equity for Black Undergraduates in Public Higher Education in the South: Still Separate and Unequal*. *Research in Higher Education*, 47(2), 197-228.

Week 10 –Gender, gender identity, and sexual identity

Required Readings:

Allen, J. (Ed.). (2001). *Sociology of education: Possibilities and practices*. Social Science Press.
Meighan, R., & Blatchford, I. (2003). *A sociology of educating*. Continuum Publishing.

Recommended Readings:

Buchmann, C., DiPrete, T. A., & McDaniel, A. (2008). Gender Inequalities in Education. *Annual Review of Sociology*, 34(1), 319-337.

Mickelson, R. A. (2003). Gender, Bourdieu, and the Anomaly of Women's Achievement Redux. *Sociology of Education*, 76(4), 373-375.

Jones, S., & Myhill, D. (2004). 'Troublesome Boys' and 'Compliant Girls': Gender Identity and Perceptions of Achievement and Underachievement. *British Journal of Sociology of Education*, 25(5), 547-561.

Pearson, J., Muller, C., & Wilkinson, L. (2007). Adolescent Same-Sex Attraction and Academic Outcomes: The Role of School Attachment and Engagement. *Social Problems*, 54(4), 523-542.

Week 11 – Part 3 – Schools and Society

Required Readings:

Allen, J. (Ed.). (2001). *Sociology of education: Possibilities and practices*. Social Science Press.
Meighan, R., & Blatchford, I. (2003). *A sociology of educating*. Continuum Publishing.

Recommended Readings:

School choice, school mobility, and institutional effects

Carbonaro, W., & Covay, E. (2010). School Sector and Student Achievement in the Era of Standards Based Reforms. *Sociology of Education*, 83(2), 160-182.

Marsh, H. W., Trautwein, U., Lüdtke, O., Baumert, J., & Köller, O. (2007). The Big-Fish-Little-Pond Effect: Persistent Negative Effects of Selective High Schools on Self-Concept after Graduation. *American Educational Research Journal*, 44(3), 631-669.

Jackson, M., Jonsson, J. O., & Rudolphi, F. (2012). Ethnic Inequality in Choice-driven Education Systems. *Sociology of Education*, 85(2), 158-178.

o Goldrick-Rab, S. (2006). Following Their Every Move: An Investigation of Social-Class Differences in College Pathways. *Sociology of Education*, 79(1), 61.

o Hallinan, M., & Kubitschek, W. N. (2012). A Comparison of Academic Achievement and Adherence to the Common School Ideal in Public and Catholic Schools. *Sociology of Education*, 85(1), 1-22.

o Renzulli, L. A., Parrott, H. M., & Beattie, I. R. (2011). Racial Mismatch and School Type: Teacher Satisfaction and Retention in Charter and Traditional Public Schools. *Sociology of Education*, 84(1), 23-48.

Shanahan, M. "Pathways to Adulthood in Changing Societies: Variability and Mechanisms in Life Course Perspective." *Annual Review of Sociology* 26, no. 1 (2000): 667-92.

Week 12 –Globalization and international perspectives on the sociology of education

Required Readings:

Allen, J. (Ed.). (2001). *Sociology of education: Possibilities and practices*. Social Science Press.

Meighan, R., & Blatchford, I. (2003). *A sociology of educating*. Continuum Publishing.

Recommended Readings:

Ballarino, G., Bernardi, F., Requena, M., & Schadee, H. (2009). Persistent Inequalities? Expansion of Education and Class Inequality in Italy and Spain. *European Sociological Review*, 25(1), 123-138.

Byun, S.-y., Schofer, E., & Kim, K.-k. (2012). Revisiting the Role of Cultural Capital in East Asian Educational Systems. *Sociology of Education*, 85(3), 219-239.

Charles, M. (2011). A World of Difference: International Trends in Women's Economic Status. *Annual Review of Sociology*, 37(1).

Penner, A. M. (2008). Gender Differences in Extreme Mathematical Achievement: An International Perspective on Biological and Social Factors. *The American Journal of Sociology*, 114(Supplement: Exploring Genetics and Social Structure), S138-S170.

Week 13-14 –Pathways from education to career (Media& Development Expert Week)

Required Readings:

Allen, J. (Ed.). (2001). *Sociology of education: Possibilities and practices*. Social Science Press.
Meighan, R., & Blatchford, I. (2003). *A sociology of educating*. Continuum Publishing.

Recommended Readings:

Correll, S. J. (2001). Gender and the Career Choice Process: The Role of Biased Self-Assessments. *The American Journal of Sociology*, 106(6), 1691-1730.

Roksa, J. (2005). Double Disadvantage or Blessing in Disguise? Understanding the Relationship between College Major and Employment Sector. *Sociology of Education*, 78(3), 207-232.

Rosenbaum, J. E. (2001). *Beyond College for All: Career Paths for the Forgotten Half*. New York: Russell Sage Foundation, pp. 170-192.

Goyette, K. A., & Mullen, A. L. (2006). Who Studies the Arts and Sciences? Social Background and the Choice and Consequences of Undergraduate Field of Study. *The Journal of Higher Education*, 77(3), 497-538.

Finals Week – Final paper

